DOCUMENT RESUME

ED 114 185 PS 008 142

AUTHOR Ryan, Janice, Ed.
TITLE Idea Exchange: Volunteerism.
INSTITUTION Learning Inst. of North Carolina, Durham.
PUB DATE 74
NOTE 58p.
AVAILABLE FROM LINC Leadership Developement Program, 800 Silver Avenue, Greensboro, North Carolina 27403 (Paper, $1.25)
JOURNAL CIT Idea Exchange; v5 n1 Fall 1974

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Administrator Guides; Administrator Role; Bibliographies; *Early Childhood Education; Interviews; *Paraprofessional School Personnel; Personnel Evaluation; Placement; Preservice Education; Recruitment; Resource Staff Role; *Staff Role; *Volunteers; Volunteer Training
IDENTIFIERS Learning Institute of North Carolina; *Project Head Start

ABSTRACT

This issue of "Idea Exchange" which focuses on the volunteer in education programs includes a variety of materials related to volunteer experiences and viewpoints: (1) a handbook for volunteer coordinators which discusses the coordinator's role, the recruiting and interviewing of volunteers, and the essentials of volunteer placement and evaluation; (2) a sample volunteer job description form, and application, placement and evaluation forms used by one organization; (3) tax benefits for volunteers; (4) a bill of rights for volunteers; (5) selected bibliography on volunteerism; and (6) several short articles for volunteers and volunteer coordinators concerning such topics as the definitions of roles, pre service training, and recruitment. (ED)

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Idea Exchange

VOLUNTEERISM

THIS IS THE FIRST JOB I'VE HAD WHEN I COULD REALLY CHOOSE MY OWN THOUGHTS, DO THE KIND OF RESEARCH I WANTED TO DO, PRESENT MY IDEAS BETTER, BE FREER.

I CAN CREATE MORE. I WORKED IN THE PUBLIC SCHOOLS OFF AND ON, AS A SUBSTITUTE TEACHER, AFTER I HAD CHILDREN -- BEFORE THAT, I TAUGHT FULL TIME -- FIRST THROUGH SIXTH GRADE....

I'VE NEVER HAULED MY IDEAS TO WORKSHOP AND HAULED THEM HOME AGAIN. IF I HAD SOMETHING TO SAY, THERE'S ALWAYS SOME WAY TO GET IT IN. I ALWAYS ADMIRED THE WAY YOU COULD LISTEN TO TWO OR THREE PEOPLE AT THE SAME TIME, AND ALWAYS HAVE TIME FOR ONE MORE PROBLEM.

DURING THE VOLUNTEER PERIOD I WAS A RESOURCE TEACHER. WHEN YOU CALLED AND ASKED ME TO ACCEPT THE POSITION, ... I FELT VERY INEFFICIENT. BUT I DECIDED TO TRY, AND IF I FAILED I HAD DONE MY BEST, AND IF I SUCCEEDED I HAD HELPED.

I LEARNED HOW TO GO INTO THE CENTERS IN MY AREA WITHOUT TOO MUCH CRITICISM.

...CDGM HAS MADE ME FIND MY PURPOSE IN LIFE. IT HAS HELPED ME BLEND A LITTLE EDUCATION WITH MY OWN PLENTIFUL EXPERIENCE TO HELP ME USE MYSELF MORE.

I AM NO LONGER WITH CDGM. BUT CDGM IS STILL WITH ME. IT WAS THE PERIOD OF MY LIFE WHEN I GREW MOST.

Cover credits to be found on title page

A LINC Publication

Idea Exchange: VOLUNTEERISM

Volume 5 - Number 1

Fall 1974

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Idea Exchange is published quarterly as part of a grant from the Office of Human Development, Child Development Division, Department of Health, Education and Welfare to the LINC Leadership Development Program, 800 Silver Ave., Greensboro, N. C. 27403. Single copies are provided Head Start centers in N. and S. Car. and to selected organizations and individuals. Others may order single copies at $1.25, postage paid, 10 or more copies to one address, $1 each.

COVER: Parent volunteers--Inga Eagle, Ivory Burch, Yvonne Bryant (upper), and Tryann Williams (lower)--at LINC Children's Center, Greensboro--operated by Guilford County Head Start. Photographs from LINC files (December 1974).

The texts are excerpted from letters by volunteers in the Child Development Group of Mississippi (CDGM), published in The Devil Has Slippery Shoes (Macmillan, 1969), © Copyright, 1969, by Polly Greenberg.

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EDITOR'S NOTE

"Using volunteers in Project Head Start is in the American tradition. Many of this nation's most significant developments in education, government, health and social welfare have resulted in whole or in part from the efforts of volunteers. The volunteer preceeded the professional worker in many of these fields."
Project Head Start, Volunteers in the Child Development Center Program (1972)

The volunteer is a person who senses a need and acts upon it. Project Head Start, mandated to use volunteers "to the fullest extent possible," recognizes both professionals and non-professionals, with no upper or lower age limits. This "Volunteerism" issue of Idea Exchange surveys a variety of volunteer experiences; proposes some ways of reciprocating information, credit, and thanks; and shares some staff perspectives, from both LINC personnel and other organizations' volunteer coordinators. Hopefully, it will afford a helpful supplement to Head Start's durable 1972 guidelines Manual (cited above).

A current volunteerism bibliography, an abstract of Gordon and Wilkerson's provocative chapter on "Innovations...," and a transcript of recent discussion ("They Speak for Themselves") by North Carolina Head Start Association members characterize (in a variety of stylistic formats) a broad range of volunteer activity and achievement. The excerpt on Federal tax benefits (from Voluntary Action Leadership) and the sample LINC news release (among other items in this miscellany) suggest ways of expressing appreciation to volunteers. Judi Lund, Director of the Voluntar Action Center, in Greensboro, urges that a sincere "thank you" and the inclusion of volunteers in staff social activities are both important forms of recognition. Zee Barnes' amply documented "Volunteer Coordinator's Handbook" and the specially written (volunteered) contributions by Pat Stapleton, Beverly Williams and Barbara Dau offer enlightening and contrasting perspectives.

The potentialities for volunteerism continue to evolve.

Early in 1974, in a regional collaborative effort between the Child Development Division and ACTION (the Federal agency overseeing all volunteer programs), Head Start centers were encouraged to seek volunteer help for handicapped Head Start children from the Retired Senior Volunteer Program (RSVP). Idea Exchange would like to hear how this association is progressing at centers where it is being implemented.

(Reminder: Effective January 1, 1975, in accordance with the Fair Labor Standards Act, Amendment of 1974, Head Start programs must adjust their reporting of non-Federal volunteers' in-kind contributions to match minimum-wage rates (where applicable) to the new minimum scale of $2.00 per hour.)

TABLE OF CONTENTS

Editor's Note 2

"Can there be a humane society without volunteers?"
--Leo Perlis 5

Acknowledgements & Credits 6

The Volunteer Coordinator's Handbook
--Zenobia Barnes 7

Volunteer Pledge
--Edith R. Neil 18

LINC Volunteer Application Form 19

*LINC Placement Form, Job Description Form 20

*LINC Volunteer Time Record 21

*Phone Numbers Volunteers May Need, Volunteer Committee and Coordinators Forms 22

LINC Evaluation of Volunteer Program Form 23

LINC News Release: "Luncheon Kicks Off Volunteer Reorganization" (abridged)
--W. Wat Hopkins 25

LINC Volunteer Certificate 26

Volunteers Need to Know Their Tax Benefits
--From Voluntary Action Leadership 32

Volunteerism: A Selected Bibliography
--Pat M. Ryan 33

Bill of Rights for Volunteers
--Mrs. Richard L. Sloss 40

Innovations in School Program and Staffing Patterns: Volunteers
--Edmund W. Gordon & Doxie A. Wilkerson 41

They Speak from Experience
--(North Carolina Head Start Association) 43

*These forms also appear in the LINC Volunteer's Handbook

TABLE OF CONTENTS (cont'd)

Volunteer Services Section of the Self-Assessment Validation System
--Office of Child Development 46

Pre-Service Training for Teachers and Volunteers in a Multi-Center Program
--Pat Stapleton 49

Guides to Establish the Position of Volunteer Coordinator
--Beverly Williams. 51

Recruiting Volunteers
--Barbara Dau 53

Ten Commandments for Volunteers and Professional Staff
--Dr. Daniel Thursz and Mrs. Leonard Weiner 55

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The drive for economic equality and ... for social status has tended to downgrade volunteer work as meaningless simply because it is unpaid. And yet--the question must be asked: Can there be a humane society without volunteers? Can there be a democratic society without voluntary action? Can there be a free society without voluntarism? I think not.

Leo Perlis,
National Director,
AFL-CIO Department of
Community Services

ACKNOWLEDGEMENTS AND CREDITS

ZENOBIA BARNES is the compiler of "The Volunteer Coordinator's Handbook," published for the first time in this issue. She received editorial comment for this from JOHN NIBLOCK, Associate Director for Operations, The Learning Institute of North Carolina (LINC) in Durham, and from BARBARA KAMARA, Director of the LINC Leadership Development Program (LDP) in Greensboro. Readers are likely to remember her cover art for the recent "Parent Involvement" issue of the Idea Exchange. In 1973-74 she served as part-time Volunteer Coordinator for the LINC LDP and for the Children's Center.

Members of the Volunteer Committee who assisted with both "The Volunteer Coordinator's Handbook" and "The Volunteers' Handbook" include LINC parent and Greensboro community contributors: INGA EAGLE, and FRANCES HEATH,LINC parents; JUDI LUND, Director, Voluntary Action Center, Greensboro; GLADYS ROBINSON, Director, Retired Senior Volunteer Program; JULIE ROCHELLE, Volunteers To The Court; MARY SCARLETTEE, Assistant Professor of Education, Bennett College.

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BARBARA DAU, while visiting her sister VIRGINIA DRISCOLL of the LINC staff (and volunteering in the clerical component) offered "Recruiting Volunteers" based, in part, on her volunteer experiences and on inquiries into local organizations. She is a market research analyst with a Pittsburgh, Pa. steel company.

THE VOLUNTEER COORDINATOR'S HANDBOOK

Compiled by Zenobia Barnes

INTRODUCTION

Volunteering can be a rewarding experience for the volunteer and for those who accept needed volunteer services. Many people today have the time, energy and desire to contribute to non-profit organizations. People from most socio-economic groups and from most age groups are volunteering. They want to use skills they have and to develop new ones. They want to give new impetus to their own lives.

The use of volunteers is an effective way of mobilizing resources in the community and of providing additional staff in all areas of the program. This can help increase the effectiveness of the paid staff. It also helps to build better understanding of programs and stimulates wide-spread citizen support for improved services in various areas while giving local citizens an opportunity to participate in the program.

Volunteers need a *sense of belonging*, a feeling that can be expressed as "I am honestly needed for my total self." They also need to have a sense of sharing in planning.

This handbook was developed with the above considerations in mind and with these objectives:

- To determine and clarify specific duties of the volunteer coordinator
- To provide information and guidelines that will assist the coordinator
- To supply information on resources such as books, courses, periodicals, audio visuals and organizations which can aid the coordinator, the volunteer(s) and the paid staff in working together

00009

Responsibility

The coordinator is responsible for developing and implementing the volunteer program within the organization. He, or she, works with the staff in planning and supervising the program. In this role the coordinator recruits, interviews, selects, orients, trains (or arranges for training), places, supervises, motivates, recognizes and evaluates.

As coordinator, he or she is responsible to an immediate supervisor (who could be the administrator of the organization) and acts as a liaison between the organization and the community at large and between the staff, volunteers and recipients of the services.

Personality

As a liaison, the coordinator must be aware and sensitive to the needs and desires of all those who affect the volunteer program. In carrying out duties, the coordinator must inspire respect and trust and convey confidence. The coordinator must have respect and appreciation of others' ideas and suggestions and a liking for people. He or she should be capable of making decisions and of ensuring the cooperation of other staff members. (This will reinforce his, or her, feeling of usefulness.) The coordinator must be willing to listen.

Background

The coordinator must acquaint himself thoroughly with the organization and its history and purpose as well as with the staff members and their respective duties and areas of concern.

Communication

The coordinator must keep an open mind to all suggestions and must confer with staff and volunteers. He, or she, will need to encourage individuals to make suggestions and requests and to air complaints. When an individual is asked for his suggestions he feels important to the organization. Developing a good communication line enables the coordinator to identify problems before they are out of control, to gain new ideas which may be vital to the program and to increase involvement in, and acceptance of, the volunteer program.

Relationship with Staff

Volunteer-staff relationship is vital to an organization. The coordinator should encourage the staff's help in planning and decision-making while being aware staff members have limited time. The coordinator may be able to secure staff involvement in the volunteer program and increase staff use of volunteers. If an employee has a negative attitude toward volunteers, the coordinator should not press the issue. He, or she, should work, instead, with those who appreciate volunteers and their services.

Leadership

> The volunteer coordinator has the responsibility of assigning a task to each volunteer. In carrying out this responsibility one of three differing patterns of leadership may be used. ... The three types of leader are the "dominator," the "compromiser," and the "harmonizer."
>
> All three types believe in "teamwork," but in each case, "teamwork" means something different. In any organization this term must be defined because the motivation of personnel is crucial to the successful completion of an organization's goals.[1]

RECRUITMENT AND INTERVIEWING

Recruitment

The coordinator should recruit volunteers for jobs that actually exist. The assignment for each job must be specific. The kind and amount of training and the length of the assignment must be determined before the task is assigned. The coordinator and other staff members who carry any responsibility for recruitment should be fully acquainted with all the needs existing throughout the agency and have full knowledge of the requirements of each job.

The coordinator may want to recruit volunteers from various traditional sources including placement bureaus, nearby colleges and universities (both staff and students), church organizations and the local community.

Less Traditional Recruitment

The resourceful volunteer coordinator can contact city and county planning departments for census information on neighborhoods that may provide persons who are retired, those where homemakers are likely to be available during the day, mixed racial neighborhoods whose minority residents might serve as resources in the classroom (particularly when parents are unable to provide this volunteer help) and other categories.

Voluntary Action Centers or Volunteer Bureaus, usually supported by community organizations such as United Way and organizations of churches such as a Council of Churches or an Urban Ministry may aid a coordinator in finding less-used sources of volunteer help.

Persons receiving social services, residents of rest homes (including Veterans' Homes), prison inmates, groups of handicapped persons all may be included in providing services to organizations. Certain of these volunteers

[1] Alfred J. Marrow, Behind the Executive Mask (New York: American Management Association, 1964).

00011

may need volunteer (or staff) services to get materials they have prepared to an agency. (In the [illegible] County Northern Piedmont area of North Carolina, members of the Junior Chamber of Commerce, or **Jaycees** work with [illegible] superintendents to obtain volunteer help from inmates in making holiday gifts for a children's home.)

To facilitate recruitment, information packets can be prepared and made available to selected officers and committee members in organizations such as those mentioned here, as well as others.

It is important that the volunteer be made aware that he is wanted, valued and when he has need of it, the necessary help and supervision will be available.

Robert Hilbert, speaking at the May 1965 National Conference on Social Welfare in Atlantic City, New Jersey, titled his remarks "What Direction Volunteerism?" He **ventured** "In the years Ahead I believe we shall find more and more college students entering the ranks of volunteers. ... Jobs, both summer and after-hours varieties, are in short supply relative to demand. ... Excellent work is now being done by college volunteers ... it will call for appropriate and imaginative supervision." And Hilbert added that much of what he said was "applicable to high school students."

Methods of Recruitment

Three basic types of recruitment exist. They are self-recruitment, informal or general recruitment and planned recruitment. Volunteers themselves are well-suited as a group to introduce the community to the need for contributions of services.

Self-recruitment is an indication of a program's public information service (formal or informal) as well as a barometer of how much staff (including volunteers), clients and community members "talk up" a program's purpose and its special needs. The new volunteer is motivated to help without being asked.

Informal or general recruitment comes from addressing the general community in one or more ways. Radio and television announcements (such as popular local talk shows and community bulletin boards) and newspaper features and news stories are usual ways in which general recruitment is done.

Planned recruitment may feature personal contact. The recruiter may direct an appeal, through a speech and/or audio visual presentation, to a specific group. Less personal recruitment might consist of telephone calls or letters. Planned recruitment and informal or general recruitment may be conducted during the same period.

Duties

Duties of a recruiter include:

- Locating and contacting qualified, or potentially qualified, volunteers

- Establishing and maintaining contacts with appropriate community sources

- Conducting short-term conferences (over lunch, in office, via telephone) to interpret the organization and interest the volunteer in applying or serving

Purpose of the Interview

The purpose of the interview is to assess skills and to determine where the volunteer should be placed. During the interview volunteers learn the purpose of the program, or agency, and its functions. The volunteers also learn why they are needed, areas of the program where jobs are available and what is expected of them.

10 Points for Interviewers

1. Remember, there are usually two volunteer applicants present at an interview: the volunteer as he really is, and the volunteer as he would like to appear.

2. Keep in mind that your main purpose during the interview is to obtain information about the volunteer.

3. Prepare a list of simple, informal questions, or "implied", not actual, questions that will accomplish the purpose of the interview.

4. Find out how the volunteer feels about the job and what his aspirations are concerning the organization.

5. Be an informed as possible on all aspects of the organizations work and its present and future objectives.

6. Allow time for pauses and reflective moments during the interview. Don't "pressure" the volunteer.

7. Develop skill in summarizing ideas and feelings on the basis of understanding, not on the basis of accepting or rejecting the information.

8. Be a good listener. Watch for "clues" communicated by gestures, tone of voice, and facial expression.

9. Be prepared to interpret to the volunteer the opportunities available in the organization for participation and development.

10. Keep a written summary of the interview, using a recording form if available.[2]

While conducting the interview the coordinator can complete the application, if necessary, by adding other information gained in the interview. The coordinator should always give the volunteer an opportunity to ask questions.[2]

[2] Anne K. Stenzel and Helen M. Feeney, Volunteer Training and Development: A Manual for Community Groups (New York: Seabury Press, 1968).

When possible, a volunteer must not be turned down without some encouragement. However, never place an unsuitable applicant in a position that will be undesirable to an individual or to an organization.

PLACEMENT

Placement and Orientation

> Placement is, after all, a straightforward process of determining what work needs to be done, evaluating available workers, and relating the workers to the work as satisfactorily as possible.
>
> Success in matching volunteers to jobs depends largely upon good person-to-person relationships. Techniques and practices by themselves will not make a good placement plan; with them must be combined the understanding, the warm responsiveness, and the thoughtfulness that are vital to good human relations.[3]

The objective of the orientation is to make the volunteers as comfortable as possible and to inform them of the goals of the organization, taking care not to overwhelm them with too much, too fast. Orientation may be accomplished partially through an informal tour of the work setting with an introduction of staff and volunteers. Provide volunteers with printed materials to help inform them of the organization's rules and regulations. This material might include a handbook covering the following information:

- purpose of the organization
- names and addresses of key personnel
- available jobs
- staff expectations of volunteers
- volunteer expectations
- samples of records

Training

After the volunteer is placed, the type and amount of training will depend on the job to be done and the abilities and skills of the volunteer.

Job Description

The job description clarifies for the worker the exact details of the

[3]American National Red Cross, Placing Volunteers (Washington, D. C.: American National Red Cross, 1965 ed.).

task. The job description should include: the title of the job, the specific duties, the work relationships involved, the name of the person to whom the volunteer is immediately responsible, the hours of service, the number of volunteers needed and necessary qualifications. Some jobs may have completion dates. If so, these dates should be indicated on the job description.

Give the volunteer a copy of the job description during the interview so that questions and points of clarification can be discussed as needed at that time.

EVALUATION

> If an important goal of adult education is to develop the capacity and ability for self education and continuing learning among people, then it is imperative that learners as well as teachers acquire the 'Evaluation Attitude.'[4]

Two Phases of Evaluation

There are two phases of evaluation. One phase is the organization's evaluation of each volunteer's performance and effectiveness. The second is the volunteer's evaluation of the volunteer program.

The supervisor should observe volunteers, with supplementary observation by the volunteer coordinator. There should be periodic written evaluations for the volunteer by his immediate supervisor. Frequency of evaluation for staff members may determine how often the volunteers are evaluated or other factors may determine evaluation times. The evaluation is reviewed by the volunteer coordinator and should discussed by between the volunteer and the coordinator.

The assessment by the volunteer serves as an important part in the total evaluation of the organization. The volunteer should evaluate his or her total contribution to the organization and make suggestions for improving work conditions relating to his particular job. Volunteers may, at times, have suggestions which can help improve the quality of a service or of a product. There should be procedures for the volunteer to offer ideas (in staff meetings, suggestion boxes and/or in conversation with the supervisor or volunteer coordinator).

Recordkeeping

A file should be kept on each volunteer working actively in the organization. This file should contain an application, reference letters,

[4]Patrick Boyle and George F. Aker, "The Evaluation Attitude," Adult Leadership, March 1962, p. 259.

an evaluation of each work assignment, a placement card and other needed information.

A job card file should be kept on available jobs. This file helps the coordinator know what type work is available in what areas within the organization.

The coordinator should file all information about community volunteer services which may be useful in securing help.

The amount of recordkeeping will vary depending on the size of the organization and the number of people involved.

00016

LINC CHILD DEVELOPMENT TRAINING CENTER

JOB DESCRIPTION

JOB TITLE: Volunteer Coordinator
SUPERVISOR: Associate for Administration
SUPERVISEES: Volunteers
EVALUATED BY: Associate for Administration

I. GENERAL RESPONSIBLITIES

A. Supervision of volunteers

B. Recruitment, orientation and placement of volunteers

C. Recordkeeping

D. Volunteer recognition activities

E. Coordination of periodic meetings

1. All volunteers

2. LINC staff utilizing volunteers

3. LINC Volunteer Coordinating Committee

F. Evaluation of volunteers and of the total volunteer program

II. SPECIFIC ACTIVITIES

A. Supervision of volunteers

1. Responsibility for ultimate supervision of all volunteers

2. Allocation of primary duties to various supervisors

B. Recruitment, orientation and placement

1. Recruitment plan

a. Based upon needs

2. Orientation to total LINC program

a. Specific orientation to jobs by component supervisors

3. Do interviewing and make final placement

a. Complete necessary applications and other forms

C. Recordkeeping: The volunteer coordinator should keep available regular administrative forms, job descriptions, volunteer application forms, handbooks, time sheets and schedules and evaluation forms

1. Total weekly time sheet at end of each month

2. File all correspondence in appropriate correspondence files

3. Keep all evaluations of program by volunteers, and others, on file

4. Keep evaluation on volunteers confidential

5. Keep jobs available for volunteers

   a. Submit job description forms to each supervisor once a month

6. Maintain a file on each volunteer

7. Keep available cumulative reports of volunteers' hours and services.

D. Recognition

1. Volunteer coordinator, with cooperation of the volunteer coordinating committee, will organize and hold recognition events

   a. Semi-annually

E. Meetings: The volunteer coordinator will schedule meetings in order to promote staff-volunteer relations and to hear any concerns or suggestions

1. All-volunteer meetings

2. Volunteer-staff meetings

   a. Periodically

3. LINC Volunteer Coordinating Committee meetings

   b. Monthly

F. Evaluation: The volunteer coordinator will be responsible for developing and compiling

1. Evaluation forms and materials

III. REQUIREMENTS

A. The coordinator should be a person of outstanding abilities

B. The vital personality characteristics for the coordinator include

1. A positive attitude
2. Compassionate objectivity
3. Fairness and honesty in his/her relationships
4. Openness to new ideas, new sights and learning
5. The capacity to listen
6. The ability to learn from failure

C. Work experience

1. Minimum of one year
   a. Involving contact with people

D. Age Qualifications

1. An adult capable of working with volunteers of different ages

IV. ADVANCED REQUIREMENTS (Academic degrees are not essential but may be helpful)

A. In accordance with the purpose of LINC, the volunteer coordinator should attend any meetings concerning volunteerism or child care such as:

1. workshops
2. seminars
3. conferences
4. courses

V. SUPERVISION

A. The Receptionist (working as part-time receptionist and part-time volunteer coordinator) is under the supervision of the Associate for Administration.

VI. EVALUATION

A. The supervisor should evaluate the volunteer coordinator

1. semi-annually

VOLUNTEER PLEDGE

Reprinted from Helping Hands

by Edith R. Neil*

1. I will endeavor to make my work of the highest quality.

2. I will uphold the traditions and standards of Project Head Start, and will interpret them to the community

3. I will conduct myself with dignity, courtesy, and consideration.

4. I will be punctual and conscientious in the fulfillment of my duties and accept supervision graciously.

5. I will consider as confidential all information which I may hear directly or indirectly concerning a child, his parents, or any member of personnel, and will not seek information in regard to a child or his family.

6. I will take any problem, criticism or suggestions to the volunteer program coordinator.

*Reprinted from Helping Hands: Head Start Volunteer Handbook by permission of the Regional Office of Child Development, Project Head Start, New Federal Building, 19th and Stout, Room 11037, Denver, Colorado 80202.

APPLICATION

LINC CDTC VOLUNTEER PROGRAM

Date:_____

Mr., Mrs., Miss_____ Age_____
Last Name First Name

Home Address_____ Home Phone No._____

Business or College Address_____ Business or College Tel. No._____

Person to notify in case of emergency_____

(Relationship)_____

Education and Special Training_____

Licensed Driver; Yes_____ No_____ Car Available: Yes_____ No_____

Physical Limitations_____

Volunteer Experiences_____

What are your skills, talents or hobbies?_____

_____

Do You play a musical instrument?_____ Which one?_____

Referred by_____

Job Preference

1.

2.

3.

4,

Signature of Volunteer_____

Time Available

Monday_____

Tuesday_____

Wednesday_____

Thursday_____

Friday_____

Saturday_____

Sunday_____

00021

LINC PLACEMENT FORMS

Job Component_____ Date Placed_____

Mr., Mrs., Miss_____ Age_____
Last Name First Name

Home Address_____ Home Phone_____

Business Address_____ Business Phone_____

Time Available: Monday_____

Tuesday_____

Wednesday_____

Thursday_____

Friday_____

LINC JOB DESCRIPTION FORM

Job Component_____ Supervisor_____

Job Description_____

_____

_____

Qualifications Necessary_____

_____

Number of Volunteers Needed_____

Time Needed: Monday_____

Tuesday_____

Wednesday_____

Thursday_____

Friday_____

LINC CDTC VOLUNTEER PROGRAM
Volunteer Time Record

TO ALL VOLUNTEERS:
Please sign In and Out.

_____
Week Date

Name of Volunteers	Monday		Tuesday		Wednesday		Thursday		Friday		Tot. Hrs.
	Time In	Time Out	Time In	Time Out	Time In	Time Out	Time In	Time Out	Time In	Time Out	

00023

PHONE NUMBERS VOLUNTEERS MAY NEED

POSITION	NAME	PHONE	COMMENTS

VOLUNTEER COMMITTEE & COORDINATORS

NAMES	ADDRESS	PHONE

LINC CHILD DEVELOPMENT TRAI NG CENTER

EVALUATION OF VOLUNTEER PROGRAM

Name of Volunteer_____Date_____

Orientation (Complete only if this is your first evaluation of volunteer program, or if you have received additional orientation that you have not evaluated.)

Helped me to understand the purpose of program. Yes_____ No_____

Gave me confidence in my ability to be a good volunteer. Yes_____ No_____

I like best:

I liked least:

I wish:

Assignment

Unit_____Position_____

I like my work. Yes_____ No_____

I believe that I could do more in my present position. Yes_____ No_____

I believe that I would enjoy doing another kind of volunteer work.
Yes_____ No_____

I wish:

Supervision

I receive the help that I need to do my job. Yes_____ No_____

I wish I could be helped to:

I like:

I do not like:

Rate the attitude of the supervisor:

Extremely Helpful	Above Average	Average	Below Average	Very Helpful

How would you describe the attitude of the supervisor?

Volunteer Program

The volunteer program helps volunteers feel useful. Yes_____ No _____

The volunteer program is:

a waste of time _____
Well organized _____
not well organized _____
needs improving _____

What changes would you like to see happen?

What changes you would not like to see happen?

Would you volunteer at LINC again? Yes_____ No_____
(if the answer is No, why not?)

Comments (write anything that you wish to say)

Signed _____
Volunteer

LINC NEWS RELEASE

CHILD DEVELOPMENT TRAINING CENTER ▪ 800 SILVER AVENUE, GREENSBORO, N. C. 27403

For Further Information:
Coordinator of Publications
919/275-9836

LUNCHEON KICKS OFF VOLUNTEER REORGANIZATION

For Immediate Release

GREENSBORO -- A luncheon at The Learning Institute of North Carolina (LINC) Children's Center Tuesday will kick off the reorganization of LINC's volunteer program.

Six guests, four who have already agreed to serve on the reorganizational steering committee for the volunteer program, will attend.

The four committee members are....

In addition, two LINC parents ... will be on the committee.

The steering committee has four basic functions, Barbara Kamara, LINC program director, said. It will:

- Assist in recruiting volunteers
- Assist in planning for the most effective use of volunteers
- Plan a program of reorganization
- Assist in evaluating the use of volunteers at the center

One reason for reorganizing the program is the somewhat haphazard use of volunteers in the past, Ms. Kamara said.

"We have had volunteers we didn't know how to use," she said. "Many volunteers didn't want to work with the children and we didn't have a systematic way to put them to work. Hopefully, the steering committee will alleviate that."

"The volunteer program," Ms. Kamara said, "is designed to assist the social services component of LINC in providing services to parents."

"Volunteers also work in the Center...."

"This takes some of the burden off the staff," Ms. Kamara said. "It gives us the opportunity to do things we would like to do rather than just things we have to do -- things that must get done. When more input is received from the community, our federal dollars can be better used."

###

VOLUNTEER CERTIFICATE

AWARDED TO:

_____

For services rendered as a volunteer at the LINC Children's Center. This certificate expresses our sincere gratitude for your faithful service as a volunteer during the program year.

Director, LINC Children's Center	Volunteer Coordinator	Volunteer's Supervisor

LINC CHILDREN'S CENTER

00028

A NOTE ABOUT THE LINC VOLUNTEERS' HANDBOOK

The handbook used by LINC during 1973-74 may be useful to other programs as a source of suggestions. This was printed on colored mimeo bond paper except for a heavier type vellum paper for the page for telephone numbers and for the covers. The contents appeared on 15 pages, half the size of this page, 8½" wide x 5½" long. The contents of this conveniently-sized handbook are included here and on following pages.

W E L C O M E!

To be a volunteer is to show you care! You give of the most important thing you possess -- yourself. You may be here as part of your school work, because you are a parent or just because you have some time on your hands and would like to put it to use. Whatever the reason, we're glad you decided to spend that time at the LINC Children's Center.

If you have questions, ask anyone. We often hustle and bustle around like we're in a hurry. Don't let that bother you. Stop one of us, ask a question, make a suggestion, voice a complaint. You are just as much a part of the Children's Center as anyone else and we want to keep you with us, so we want to keep you happy.

Again, we're glad you're here and hope your stay with us will be a long and pleasant one!

W H O A R E W E ?

The LINC Child Development Training Center, or Children's Center, began in 1967, funded through a grant from the Office of Human Development, Department of Health, Education and Welfare. The Center has two separate but related functions: it is a laboratory and model program for preschool children and it serves as a training facility for Head Start programs in the Carolinas.

The Children's Center is dedicated to the belief that the concepts outlined by Head Start can work and the Center operates like any other Head Start Center. An instructional staff of five mans the two classrooms, using a positive approach with the children and teaching through unstructured as well as structured activities.

An active parent involvement program includes a weekly coffee hour and programs in the evening as well as during the day for parents and members of the community. The toy library, a fairly new parent involvement concept at the Center, allows papents to make and use inexpensive, educational toys for home.

A new volunteer program for the Center is just getting off the ground. Though volunteers have always been an important part of the Center, reorganization is now taking place with help of several volunteer agencies in the community.

The parent involvement and volunteer programs operate to help the children, since the Center's primary responsibility is to the 40 three, four and five-year-old children enrolled. Five overall goals guide the instructional program, all working together to enhance the social, emotional and intellectual development of each child, enabling him to make the transition into public school better and giving him a "head start" in skills he might be slow picking up.

The instruction program attempts:

- To help the child develop a positive self-image and to help him increase his confidence in his own abilities
- To increase each child's sensory perceptual acuity, for example, to help a child refine his eye-hand coordination
- To help the child improve his language skills since language is one of the keys to success in school
- To help the child learn how to solve his problems of all kinds: intellectual, emotional, social
- To help the child learn how to form and relate concepts rather than memorize facts

The Leadership Development wing of the Children's Center has the responsibility for improving the quality of Head Start agencies in North and South Carolina. The Leadership Development staff works to train personnel in all areas of the program: education, social services, parent involvement and health and nutrition. A primary duty of the Leadership Development staff right now is educating Head Start personnel in ways to meet the Performance Standards set down by the Office of Human Development.

Though the LINC Children's Center has twin roles, a model program and training facility for Head Start, its services don't stop there. As a community agency, the Children's Center performs services for residents in the area around 800 Silver Avenue. And, as a regional agency, the Center helps other day care agencies get started and improve the quality of <u>their</u> service. The Center is also open to students who might find materials that supplement their studies in early childhood development, psychology, sociology and related fields. Students from UNC-G, Bennett College, Guilford, A & T State University and other area schools have used the Center.

Publications, films, slide-tape presentations and other materials

are available to interested groups and individuals free or at nominal charges. Many of the educational sessions at the Center are open to the community.

The LINC Children's Center is interested in improving the quality of pre-school education. Through the model program, the Leadership Development Program and services to the community and the region, that improvement is taking place.

PURBOSE OF THE VOLUNTEER PROGRAM

Many of this nation's most significant developments in education, government, health and soical welfare have resulted in whole or in part from the efforts of volunteers. The volunteer preceded the progessional worker in many of these fields.

The LINC program firmly believes that successful programs require meaningful citizen participation. The use of volunteers is an effective way of mobilizing resources in the community.

The primary aims of the volunteer program are:

- to provide additional staff in all area of the program, thus increasing the effectiveness of the paid staff.
- to give interest local citizens, including the parents of children, an opportunity to participate in the program.
- to establish a systemized method of mobilizing community resources for the expansion and improvement of all parts of the program.
- to build better understanding of child care programs and to stimulate widespread citizen support for improved services in education, health and welfare for children and their families.
- to expand resources available to participating families in the program.

POLICIES THAT APPLY TO VOLUNTEERS

Time Sheet

Time sheet for hours of service rendered must be signed by all volunteers.

Medical Requirement

All personnel, paid or voluntary, who regularly come in contact with children are required to have a tuberculin test. This test is available free of charge at the Guilford County Health Department, 300 Norwood Street, telephone number 275-0911.

Insurance

Volunteers are covered under LINC insurance policies while riding the staff car or bus and while on LINC's premises.

Transportation

Every effort will be made to provide transportation for volunteers who live on the LINC bus route. However, transportation must be arranged through the volunteer coordinator. Transportation problems will be considered on an individual basic.

Meal

Any person volunteering for at least two hours during any given day will receive free lunch on that day.

JOBS FOR VOLUNTEERS

Classroom - Read stories to children, music, art and drama activities, playground activities, go on field trips with classrooms, work with teacher in teaching activities, help in classroom during snack and lunch.

Clerical - Type, collate and staple publications, answer telephone during meetings, operate mineograph, duplicator, copier, and off-set printing machines, serve as receptionist.

Nutrition - Assist nutrition staff in meal preparation, assist in menu planning, conduct in-service for nutrition staff, assist in cooking experiences in classrooms.

Parent Involvement - Teach arts and crafts to parents, help parents with small home repairs, assist in developing a parent training resource file.

Social Services - Ride the bus with children, tutor, serve as social worker aides, make toys for children.

Health - Assist with medical exams, assist with dental work, assist with lab work.

Resource Center	Show films, sort films, maintain resource files, make puzzle pieces, help repair books, help with ordering books, assist with inventory
Publications	Take pictures, illustrate publications, assist with layout, assist with newsletters and other publications
Public Relations	Help recruit other volunteers, obtain speakers for interesting sessions, collect free materials from businesses around the city

STAFF EXPECTATIONS OF VOLUNTEERS

1. To be here when schedules or call if they will be out or late.
2. To be realistic about their skills and abilities.
3. To go to person supervising them if they have a problem rather than dropping a task.
4. To follow through with tasks.
5. To put materials and equipment in proper place.

EXPECTATIONS OF VOLUNTEERS IN WORKING AT LINC

1. Staff will be courteous to them.
2. Orientation and explanation of each task and on-the-job supervision.
3. To be allowed to contribute to the program.
4. To be recognized.
5. To evaluate the program.

VOLUNTEERS NEED TO KNOW THEIR TAX BENEFITS

(Compiled from Voluntary Action Leadership, in part)

Voluntary Action Leadership in its November/December 1973 issue provided volunteers tax information based upon remarks by Wilson Fadley, an Internal Revenue Service spokesman who itemized the deductions volunteers were eligible for in 1973.

At that time deductions allowable were for the following:

1. Cost of transportation from the volunteer's home to where he serves

2. Reasonable cost for meals and lodging for the volunteer while away from home if not provided

3. Cost and upkeep of uniforms that have no general utility and are required to be worn while performing donated services

4. Out-of-pocket expenses for gas and oil which are used for services rendered to a charitable organization

   OR INSTEAD OF #4

5. Volunteers may use a standard rate of 6¢ per mile, plus parking fees and tolls. (NOT deductible is auto depreciation and insurance nor a pro rate portion of general repairs and maintenance).

Fadley encouraged volunteers to obtain IRS Publication No. 526. "Income Tax Deductions for Contributions" from their local Internal Revenue Service office. Office is not conveniently accessible, assistance may be had by calling the IRS toll-free number which reportedly is "listed in all telephone directories." (NOTE: It may be necessary to contact the Information Operator for this information).

NOTE: H/S* programs estimate the fair value of merchandise which is received for use and supply a contributor with a note or form indicating the approximate value of the contribution. This amount is deductible, as well, for the individual taxpayer or firm itemizing other tax deductions.

*Head Start

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(See also Smith, David H.--Section 1, above.)

BILL OF RIGHTS FOR VOLUNTEERS*

by Mrs. Richard L. Sloss

1. The right to be treated as a co-worker -- not just as free help, not as a prima donna.

2. The right to a suitable assignment, with consideration for personal preference, temperament, life experience, education and employment background.

3. The right to know as much about the organization as possible -- its policies, its people, its program.

4. The right to training for the job -- thoughtfully planned and effectively presented training.

5. The right to continuing education on the job as a follow-up to initial training, information about new developments, training for greater responsibility.

6. The right to sound guidance and direction by someone who is experienced, well-informed, patient, and thoughtful, and who has the time to invest in giving guidance.

7. The right to a place to work, an orderly, designated place, conducive to work and worthy of the job to be done.

8. The right to promotion and variety of experiences, through advancement to assignments of more responsibility, through transfer from one activity to another, through special assignments.

9. The right to be heard, to have a part in planning, to feel free to make suggestions, to have respect shown for an honest opinion.

10. The right to recognition in the form of promotion and awards, through day-to-day expressions of appreciation, and by being treated as a bonafide co-worker.

*Mrs. Richard L. Sloss, "Bill of Rights for Volunteers." Director, Office Volunteers, Western Area, American Red Cross, San Francisco, Calif. 1 page (ditto) 1960. Reprinted from University of Oregon...., Volunteer Coordinator's Guide...(Eugene, Oregon, 1973), P.58.

00042

INNOVATIONS IN SCHOOL PROGRAM AND STAFFING PATTERNS:

VOLUNTEERS

by Edmund W. Gordon & Doxey A. Wilkerson*

Regardless of the degree to which attitudes and techniques may be improved, it is improvement in the teaching situation which often has the most salutary effect upon teacher effectiveness, and so, by extension, on teacher morale (e. g., class size, availability of help, teaching structure, teaching materials) ....1 Among the approaches that have been utilized for more effective teaching and learning are various alterations of the traditional one-teacher, one-class relationship. And ... team teaching (is) a rearrangement of staff which provides support to the less effective or less experienced personnel, as well as allowing for the fuller utilization of each teacher's talents ....

Some of what is loosely called team teaching in compensatory education really involves the use of supplementary personnel. Teacher aides or volunteer mothers are used in the classroom, instead of the genuine organizational change represented by a team-teaching program .... At the preschool level ... what is described as team teaching often merely means that a number of persons work in the classroom under the guidance of one certified teacher in order to provide the more individualized attention required by preschool-age children ....

There is no rule which dictates that the personnel added to a classroom to reduce teacher-pupil ratio need be professional, or paid. In a number of projects the use of volunteer aides, particularly in the primary grades, has proved a most valuable way of increasing teacher effectiveness without at the same time collapsing the school budget.

In San Francisco, volunteer parents serve as classroom aides, "admiring, buttoning aprons, tying shoes, cutting, pasting, admiring, and listening," and by so doing effectively reduce the classroom teacher's load. In the same project a group of volunteers were also trained as storytellers and assigned to project classrooms. An aide may be used to maintain order in the classroom during a free play period so that the teacher can provide special reading readiness or other "catch-up" work for a small group of slow learners. School resource volunteers in Berkeley are available upon request from the classroom teacher -- and the demand outstrips the supply -- to perform any and all needed functions from correcting papers to providing special enrichment activities for groups of students.

Volunteer personnel in such special areas as music, art, dance, creative writing or science may come into the classroom to provide special information and inspiration regularly, or on a one-shot basis as visiting

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*Excerpted from Chapter 4 of Gordon & Wilkerson, Compensatory Education for the Disadvantaged, pp. 59-61, 68-70. Reprinted by permission © Copyright, College Entrance Examination Board, New York, 1966.

Project Head Start's rationale and achievements are discussed in positive terms, pp. 31, 160, and elsewhere.

lecturers. Although most of the volunteer tutoring projects are conducted in after-school time, volunteers have also been used, as in Milwaukee's university tutorial program, to tutor pupils during the school day as well as to assist generally in the classroom.

Although in some cases volunteers may provide simply another pair of hands, they are sometimes trained for specific jobs. The Urban Service Corps in Washington, D. C., has provided services and personnel of all sorts to the Capital's schools, ranging from volunteers to offer music and literature enrichment activities, to specially trained counselor aides and remedial reading aides, who provide assistance to professional personnel in those areas. The Junior Volunteer Project in New York City utilizes the abilities, talents, and time of six hundred 13- to 15-year-old junior high school students who are drawn from the neighborhood served and provided with extensive inservice training.

Volunteer classroom personnel can be parents or other adults, or they can be young people. The King's County (Calif.) compensatory education program makes use of student teachers from a local state college to supplement the work of the classroom teacher. Two of the other McAteer programs in California provide notable examples of intraproject cooperation. In Indio, the Coachella Valley McAteer project uses bilingual future teachers as classroom aides in the elementary school grades and uses high school students from the project neighborhood as interpreter aides in teaching and counseling. In Fresno, junior high school project pupils helped run a nursery school program, and fifth- and sixth-graders provided reading help for primary grade pupils. The latter practice is one that has been explored in several programs.

One of the more extensive and ambitious volunteer programs is that of the Council of the Southern Mountains in Berea (ky.), the Appalachian Volunteers. These volunteers are providing a program of individual attention for pupils in eastern Kentuck's rural schools that includes both remedial work and enrichment. They are also working to establish libraries in about 400 rural schools, through the Books to Appalachia Drive conducted with the help of the national P. T. A.

(A Directory of Compensatory Practices, pp. 199-299, lists programs which utilize volunteers, together with names and addresses of contact persons. The Bibliography, pp. 193-198, includes no items specifically pertaining to volunteerism.)

THEY SPEAK FROM EXPERIENCE

The following remarks were made by participants at the North Carolina Head Start Association Meeting who attended the special session on volunteers held December 7, 1974 at the Winston-Salem Hyatt House. All participants agreed to the use of their remarks in this issue. Unfortunately background noises interfered and not all names are included.

David Thompson, Career Development and Volunteer Coordinator, Experiment in Self-Reliance, Winston-Salem, N. Car. and Dr. Beatrice Carmen, Office of Children's Services, Raleigh, served as workshop leaders for the session and shared the role of moderator left vacant due to the sudden illness of the scheduled moderator Ronnie Kutchei, Director, Guilford County Head Start, Greensboro. (Ms. Kutchei was back at work the next week.)

Mary Mason, Experiment in Self-Reliance, Winston-Salem:

"A part of any community agency's work is knowing your community resources, and when they are not available to you then this is where our state offices come in to supplement. The state is divided into all facets of community help and we can get some kind of help either on a state or national level."

Participant's name not given:

"We had a building that looked so awful and needed painting. We, as parents, went around to stores and they donated paint and those that didn't, they gave money. And we also are located close to a military base, and we talked to some of their Marines there, and we got a big working party of Marines - I guess we had about 60 guys that day, working all day. (ED. NOTE: It was not clear if the Marines were working on their own time but because they are federal employees this would be necessary for their contribution to be counted an "in kind" one.)

Dr. Beatrice Carmen, Office of Children's Services, Raleigh:

"Some ... important things. That is, they went around asking people. If you don't ask you're not going to get anything. The second thing is that they did it on a face-to-face level. It's very easy to say "No" to people on the telephone."

Asheville participant:

"I work mainly with the parent involvement part of the coordination of volunteers. We use the Volunteer Service Bureau. ... We recruit people from the ... Home for Retired Missionaries, and also to work in the classroom with children and the Buncombe County Health Department and the Buncombe County Home Extension Service. The Family Counseling Service does workshops for us, and right now I have a lawyer engaged to give a workshop on parliamentary procedure to the parents who are on our Policy Council and also the staff. We use all our resources."

Lesterine Whitehead, Rocky Mount:

"We have a group of retired teachers who give so much time. We have other senior citizens and, of course, our parents. We have monthly recognition for those persons who have given time to our centers and we have certificates presented them once a year. ... For parents, we have a Volunteer of the Month."

Juanita Tate:

"Our mothers give baby sitting services."

Pat Jones, Operation Breakthrough, Durham County:

"I was with Guilford County, ... and maybe I can speak for Ronnie (Ronnie Kutchei, Guilford County Head Start Director) and just tell you a little about the system in Guilford County. When I was there, we had two volunteer (community) coordinators and a staff person directly responsible for volunteer services but we had two volunteer coordinators who assumed the most responsibility. Their responsibility was interviewing, placement, and also helping in recruiting, collecting time sheets and this kind of thing." ED. NOTE: Guilford County now had one unpaid coordinator.

Queen Thomas, Lewisburg:

"I have a child in Head Start and I try to volunteer at least once a month. I am a working mother and I deal with migrant and seasonal farm workers, and when we go into the home of a person if they will let us (we) analyze the entire family and see if there is any need for that family. I work eight hours, but after the eight I can volunteer to do anything I can for a family. ... That is volunteer work. We don't get paid for it. But ... we deal with poor people and I find that poor people need help. A lot of times my job may call me someplace else but after I'm off work then I'll do what I can for a family if it's possible. ... We try to get at least two parent volunteers at the center each day.

Ida H-, Franklin County:

"I'm on the staff. I found out when I worked with volunteers, that if people get the child to encourage the parents to come, this means a whole lot -- because they say, "I'm bringing Mother tomorrow." ... "This is my Mother today."

Horace Ferguson, ACTION, Washington, D. C.:

"ACTION, that's the agency that's responsible for all volunteer programs, domestic and foreign. And I can give you the name of one person to contact to get information. Judy Williams, ACTION, National Student Voluntary Association, 825 Massachusetts Ave., N. W., Washington, D. C. There's a bill pending whereby people who volunteer their services would be able to get income tax deductions. ... But it's getting a lot of opposition from NOW, the women's organization.

Brunswick County participant:

"We had a dinner for one of our meetings and our parents volunteered to come out in the kitchen and help us and parents on the outside kept our children while we were in the kitchen. ... It's really rewarding to see the parents and be with them and talk to them."

Fran Schneider, Hendersonville:

"I don't know exactly what you would call me. I've been on the Policy Council since the beginning of Head Start. ... I also belong to

the League of Women Voters, and the League tries to help as far as legislation is concerned, writing in to our congressmen to support Head Start and that sort of thing and we also gave the Policy Council a parliamentary procedure course. We do have an annual meeting recognizing volunteers. ... If you have a specific project like some of these people have talked about, you can get marvelous response.

Participant from seven-county rural area:

"We ask people to sign up for some specific thing that they would like to do during the year and then we try to make assignments before they come to the center so that they know what they are going to do. We have a little chart saying that today we'd like you to do this, and she has instructions so that she's not running back and forth to the teacher who in in charge, and we find that helps a great deal. ... We coordinate our efforts with the Social Service Dept. in each county."

She also added: "We try to have the doctors and nurses come in and talk with children ... and we try to ask them in advance to talk about something specific concerning their profession so that we can claim professional fees (in-kind contributions) because otherwise we can't. We have a lot of things going."

VOLUNTEER SERVICES SECTION

OF THE

SELF-ASSESSMENT VALIDATION SYSTEM*

Office of Child Development

Management Activity
and
Guidance

1. Are volunteers used to the fullest extent possible in all parts of the program especially as classroom volunteers?
   GUIDANCE: Discuss use of volunteers by the grantee with the grantee director and all component directors. Review recruitment promotional plan or strategy for obtaining volunteer services (if such plan or strategy exists).

2. Are volunteers given meaningful assignments which:
   a. Involve them in a way useful to the program?
   b. Are stimulating and satisfying to them?
   GUIDANCE: Interview volunteers in each program component and ask them for their opinions on the quality of their involvement in the program. Ask them also if they find their work satisfying.

3. Are there sufficient volunteer classroom aides to satisfy the OCD staff-child ratio requirement?
   GUIDANCE: Calculate the classroom staff-child ratio (divide number of children per classroom by number of teachers and aides in each individual classroom). Ratio should not exceed OCD requirements. Additional volunteers may be needed if there are handicapped children in the class.

4. Are all volunteered services claimed as non-federal share properly documented?
   GUIDANCE: Examine accounting records of non-federal share. Determine whether proper documentation has been made of volunteer services. Ensure that time spent and hourly or daily wage rates have been recorded.

5. Is there a staff person who is specifically responsible for coordinating volunteer services?
   GUIDANCE: Interview Head Start Director and staff member responsible

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*NOTE: Volunteer Services appears in Section B of the "Self-Assessment Validation System" which refers to OCD policy issuances as Head Start policy. For design purposes of the Idea Exchange the "Guidance" material was incorporated directly beneath "Management Activity" although it is in a separate column in the OCD version.

GRANTEE			OCD		
Check one		Specific Areas of Improvement Needed	Check one		Specific Area of Improvemen Needed
Satis-factory	Needs Im-provement		Satis-factory	Needs Im-provement	

00049

(if one is designated) for volunteer services.

6. Is volunteer recruitment carried out on a community-wide basis?
GUIDANCE: Interview Head Start Director and staff member responsible (if one is designated). Determine from interview(s) if the grantee has a plan for recruitment of volunteer services in the community. Survey grantee staff and volunteers to find out if the plan (if any) is being carried out. Check with major volunteer organizations, i. e. Volunteer Bureau, American Red Cross.

7. Is there an on-going assessment process of the volunteers' effectiveness?
GUIDANCE: Interview Head Start Director and/or staff person responsible for volunteer services to find out if an assessment plan, or activities to determine effectiveness of volunteers, is being carried out.

8. Is there an adequate pre-service and in-service training program for volunteers?
GUIDANCE: Interview grantee staff person responsible for volunteer services to find out if pre- and in-service training and orientation programs exist. Key factors to assess are: if a formal pre- and in-service training and orientation program exists, is it being carried out, what it involves, how many of the volunteers is it for.

9. Is there adequate liability insurance coverage for volunteers?
GUIDANCE: Interview accounting office personnel responsible for grantee insurance coverage. Ensure that policy is in force and not out of date.

10. Has every volunteer received a TB test?
GUIDANCE: Interview grantee health component coordinator and/or personnel officer, and review volunteer health files or volunteer personnel files for evidence of TB examinations. Make sure the test is retaken annually.

Management Activity Summary

(A separate page exists for the Grantee and for OCD to rate each of the ten management activities as "Satisfactory" or as "Needs Improvement." The Grantee and the OCD columns are totaled separately.)

Jim Shelton, Parent Involvement Specialist, Region IV (Atlanta), Office of Child Development, advises that the Volunteer Services Section of the Self Assessment Validation System will soon be utilized by Region IV Head Start programs.

PRE-SERVICE TRAINING FOR TEACHERS AND VOLUNTEERS

IN A MULTI-CENTER PROGRAM

by Pat Stapleton

Volunteers form a vital part of Head Start programs. They serve as a link to the larger community of which the local program is a part. By giving children enriched experiences and providing teachers with additional assistance and skills in the classroom volunteers provide needed services to the program. They also "count" as the major part of the matching funds* for the budget of the program. Local program personnel are responsible for recruiting, training and effectively utilizing volunteers within the framework of the program.

We, in the Guilford County Head Start Program in Greensboro and High Point, North Carolina, share some of our experiences here.

Our program has worked closely with the Voluntary Action Center of United Community Services, both in Greensboro and High Point. The Center has been particularly helpful in the area of training. Training sessions have been conducted in three areas:

A. Head Teachers' Pre-Service Training covered

   1. Advantages and disadvantages in working with volunteers

   2. Determination of the need for volunteers in the classroom

   3. Development of volunteer job descriptions

   4. Supervision of volunteers (utilizing role play, small group work and mimeo handouts)

B. Pre-Service Training for Total Educational Staff covered

   1. Ways we use volunteers in classroom

   2. Development of specific lists of what volunteers can do

   3. Deciding how volunteers should be prepared

C. Training Sessions for Community Volunteers and Parent Volunteers covered

   1. Suggestions from Pre-Service Training for Total Educational Staff

   2. What volunteers can do

   3. What volunteers can expect

Job Descriptions

One of the most helpful areas was job descriptions for volunteers. This helped teachers be more specific about what they wanted volunteers to do.

If you have a Voluntary Action Center in your community, the staff may be able to help you plan for your volunteer program even if the Center can not help you directly.

Varied Contributions

Head Start can use many types of volunteer contributions. All classrooms can use home-made toys, games and scrap materials. (Girl Scout troops in High Point made ball scoops from plastic bleach bottles for the Guilford County Head Start Program and the children love playing with these.

Service clubs in high schools, colleges and communities need projects to complete goals. These can be brought together by supplying lists of classroom projects to these organizations. (See end of article for recommended books for volunteers.)

If there are colleges, universities or technical institutes in your community, tap them. Many Head Start children may never have had a chance to see original works of art, see an instrument played or participate in creative drama. Students want and need practice with children or with adults. Putting these two together may prove beneficial to all concerned.

Students can be excellent volunteers. They may come from other disciplines than child development/early childhood education. Some of our students have come from elementary guidance, community nutrition, sociology and speech pathology.

Other volunteers to explore might be women in jobs such as councilwomen, policewomen and service station attendants.

Volunteers are to be found among retired school teachers, members from racial/ethnic groups in the community and persons with jobs that particularly touch the lives of children. A list might include food preparers, toy makers, toy repairers, story tellers, authors and local craftsmen.

Publications

These publications may prove helpful:

Lorton, Mary. Work Jobs.

Project Head Start. Volunteers in the Child Development Center Program.

Sharp, Evelyn. Making Things.

United Community Chest of Greater Rochester. Child Care Volunteers Orientation.

Wiseman, Ann. Beautiful Junk.

Youth Service, Inc. What Every Volunteer Should Be, Know, Do, Avoid.

GUIDES TO ESTABLISH THE POSITION OF VOLUNTEER COORDINATOR

by Beverly Williams

ED. NOTE: The LINC job description prompted the author to make some comment and she prepared her commentary for publication, upon request. Drawing upon her experience as volunteer coordinator for the Guilford County Division of Social Services, Ms. Williams guides are not provided as a Head Start model, but have use for programs (including Head Start) in the process of setting up this position.

I. Education and Experience

A. Formal*:

1. Minimum of four years college with training in areas of social work, psychology, and management

B. Prior Experience

1. Actual on-the-job experiences relating to working with people such as social work, teaching, etc.

2. Management training and a good "sense" of organization are vital

II. Placement of Volunteer Coordinator in Agency Hierarchy

A. Administrative position

1. The Volunteer Coordinator needs to be under the agency director or the <u>most</u> resourceful person within the agency

a. Don't smother the Coordinator with too many layers of supervision or inadequate or inappropriate supervision

2. The Coordinator needs to know and be fully aware of all policies, programs, happenings, etc. within the agency

a. The Coordinator needs to be included in all administrative meetings, etc.

III. Job Specifics

A. Must be a salaried person

1. Job demands work both day and night -- public speaking, etc.

B. Self-expression

1. Coordinator must be able to express self on paper and in person. First impressions important to the public. Ability to persuade important

*See p. 52

III. Job Specifics (cont'd)

C. Accessible office space

1. Convenient to all people wishing to call or stop by for a visit. Have a listing for the Volunteer Coordinator under the agency listing.

D. Open to all ideas and criticism

1. Be able to bear pressure from fellow staff and the community. Many anti-volunteer ideas still persist among professional people.

E. Attend and participate in training opportunities and community affairs

1. Must know the community thoroughly

2. Must keep up and be aware of new techniques regarding recruitment, etc.

F. Ability to work with Advisory Boards and Administrative Staff

1. The Coordinator needs an Advisory Board to consult and to advise him. Also, creativity and new ideas can be generated by the Advisory Board.

G. Record Keeping

1. Give the Coordinator ample clerical support

2. Coordinator must be able to organize, set priorities, etc.

3. Promptness is important

*"Head Start does not require completion of degrees or certificates as a condition of professional employment."
--Head Start Policy Manual (Instruction I-30 Section B-3: The Staff), Transmittal Notice 70.1. General Series, June 8, 1970.

RECRUITING VOLUNTEERS

by Barbara Dau

Once a sufficient base of volunteer help has been established, personal contact and community discussion will aid in attracting new help. But, when first starting out, how does an organization go about recruiting the volunteer support it needs?

General media contact to let the citizens know who you are and what your purposes are is a vital first step in securing volunteers. Announcements of meetings for all persons interested in giving some of their time and/or talent toward helping Head Start children may be placed on local radio and cable and regular television. A handmade poster in a corner grocery store window may catch an eye or two. A newspaper reporter may need a human interest story and what better topic than a Head Start project. Make use of these forms of media -- they can contact a large audience at slight expense. Ask to use church, and other bulletins, too.

Selective recruitment

To be more selective about volunteers, contact those organizations which incorporate the qualities you want into their membership. For example, male volunteers might be recruited through the local Moose Lodge, Lions organization or Jaycees group. For these associations and others such as the YMCA, Grange organizations, Boy Scouts, college men's groups and men's church groups, a letter of information and solicitation of aid could be read at their meetings. (Some of these associations may be unwilling to send out a roster.)

Remember, too, that some schools are willing and eager to give their students first-hand experience working with Head Start programs and that some courses require classroom experience. An Urban Studies major or an Education major might receive course credit while providing an unpaid service. Talk to the professors, as well as the students, about it.

Retired persons

Remembering that a volunteer is a person who likes to feel needed, never rule out the possibility of older adults and retired persons. On a federal level, the ACTION agency funds programs which may contain resource volunteer personnel including the Retired Senior Volunteer Program (RSVP) and the Service Corps of Retired Executives (SCORE). The nationwide and private American Association for Retired People (AARP) is also a potential source of help as are the more informal local groups calling themselves the "Golden Agers" or the "Over 65" club. All these groups contain potential volunteers that can be of immense help to your program. Ferret them out and let them know how much need there is for their assistance.

Summer programs

If your concern is with finding partially experienced summertime

personnel as teachers, two good places to look are in retired groups and with teachers not involved in summer-school work. For the former, names may be available from the offices of the older adult organizations. If there isn't a specific vocational roster, the office personnel will often know who are former teachers. For the latter, contact teachers who are not teaching summer school but who may be willing to work with a Head Start class. Start contacting before the end of the school year to insure they don't get bogged down with other activities first.

Enthusiasm spreads

As you recruit, keep in mind that a volunteer wants to feel some responsibility for the program -- its aims and accomplishments. Let him know you realize his worth by giving him responsible work, but don't lean upon him so heavily that he feels trapped. If he enjoys his volunteer work, he will spread his enthusiasm to his friends and neighbors -- and that's the best way to recruit more volunteers.

00056

TEN COMMANDMENTS FOR VOLUNTEERS AND PROFESSIONAL STAFF

Adapted from writings of Dr. Daniel Thursz and Mrs. Leonard Weiner

For Professionals

1. Do not describe the job as it is not. Don't minimize the time or ability it takes.
2. Offer well-planned program of training and supervision.
3. Concern yourself with the volunteer as a person, not an object.
4. Expect basic ability and reliability and then build on them sharing understanding. Do not confuse with jargon. Language is to be used not to confuse, but to enlighten; not to obstruct, but to communicate.
5. Be ready to place when you recruit.
6. Give the volunteer a significant tast. Don't equate volunteers with untrained persons.
7. Inform the volunteer. Make him an insider, too. He's on staff.
8. Evaluate with the volunteer.
9. Trust the volunteer. If your expectancy and faith are high, so will be his response.
10. Give proper recognition.

For Volunteers

1. Understand the job you undertake to do.
2. Accept training appreciatively, and contribute your knowledge and experience.
3. Match your interests to the needs about you and therefore to the job.
4. Serve with faithfulness and continuity, listen for and report new insights about your work.
5. Discover its meaning to the total program of which it is a part.
6. Open yourself to opportunities for growth -- in skills, sympathy, self-confidence, and responsibility.
7. Value your special two-way role as community interpreter.
8. Contribute to supervision by self-evaluation and a willingness to ask.
9. Give loyalty to your institution, its staff, and its program.
10. Take pride in the volunteer's career. It pays handsomely in treasures of the spirit.

00057

INTRODUCING THE IDEA EXCHANGE ADVISORY COMMITTEE

The Learning Institute of North Carolina (LINC) Leadership Development Program, in Greensboro, and John Niblock, Associate Director of Operations for LINC, in Durham, take pleasure in announcing the formation of the Idea Exchange Advisory Committee.

Our appreciation to the State Training Offices in North and South Carolina for assisting in identification of persons to serve on this committee.

Idea Exchange will continue to focus, in each quarterly issue, on a general topic we believe to be helpful to educators of preschool children--particularly Head Start staff and parents. Readers are encouraged to contribute to this forum.

Contributors may address materials to the nearest committee member for relaying to the Idea Exchange editorial office, or by writing

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Our policy is to encourage use of LINC materials. If readers wish to reprint other work it is necessary to write the original publisher or author for permission.

The next issue will focus on the home and family, with emphasis on social services. Contributors, who receive a complimentary issue of the publication, need to have material in our Greensboro office by January 20, 1975.

00058